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ABSTRACT

This guide for affirmative action practices is designed to eliminate discrimination and inappropriate stereotyping in the curriculum practices of the Kalamazoo Public Schools. It sets forth related goals, implementation plans, and evaluation procedures for each aspect of the instructional program. Specific instructional performance objectives are compiled for art education, career education, elementary instruction (reading and social studies), instructional media, music education, physical education, secondary instruction, special education, and student services. The guide is arranged by educational area. Information accompanying each objective includes the person responsible for implementation, completion date if any, and how accomplishment will be measured. For example, one objective of music education is eliminating the type of sex stereotyping which suggests "Boys play brass instruments, girls play woodwind instruments." The music coordinator is responsible for implementation of the ongoing objective. The objective is evaluated by the principal and the music coordinator who periodically review the progress. Guidelines for the evaluation of print and nonprint materials; for a positive, nonstereotyped portrayal of human roles in media center materials; and for evaluating minority group materials are included. (ND)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

RECOMMENDATIONS FOR ELIMINATING DISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

SP 009 338

AN AFFIRMATIVE ACTION PROGRAM

Kalamazoo Public Schools 1975 • 1976

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INTRODUCTION

This document, Recommendations for Eliminating Discrimination in the Instructional Program, was developed as a guide for affirmative action practices designed to eliminate discrimination and inappropriate stereotyping in the curriculum practices of the Kalamazoo Public Schools. In that sense the document sets forth related goals, implementation plans and evaluation procedures for each aspect of the instructional program. The preparation of this publication is the logical consequence of previously adopted Board Policy 4243 and a stated performance objective for the 1975-76 school year which reads as follows:

"Discrimination for any reason can have a devastating effect on student learning. We are committed to the total elimination of discrimination based on race, creed or sex. Furthermore, we will work toward the elimination of the stereotyping of roles or people based on any of these characteristics. As indicated above we are requiring administrators throughout the system to include as a part of their performance objectives an indication of the specific activities under their supervision designed to eliminate the type of discrimination addressed here. Although we oppose adherence to quotas, system-wide actions will include the development and implementation of affirmative action programs for both personnel and curriculum practices."

William Coats
Superintendent

FOREWORD

Throughout the preparation of these performance objectives department managers have found the following objectives to be consistent among departments:

1. Develop awareness among staff members that discrimination and sex role stereotyping do exist.
2. Provide skills improvement programs for staff that focus attention on how to eliminate discrimination and stereotyping.
3. Study course offerings and course content in order to eliminate discrimination and stereotyping.
4. Develop new course content to replace that which is discriminatory and stereotyped.
5. Develop new course content that include women and minorities who have formerly been excluded.
6. Examine new curriculum materials and re-examine materials currently in use in order to avoid using unnecessarily discriminatory and stereotyped materials.
7. Develop ways in which students of each race, creed, and sex can be aware of the expanded opportunities becoming available in the instructional program.

Eliminating Discrimination in ART EDUCATION				
Objective	**Person Responsible for Implementation**	**Completion Date (if any)**	**How Will the Degree of Accomplishment be Measured**	**Accomplishment: None/Some/Average/ Great Deal/Complete**
1. Make staff members aware of sex stereotyping in relation to specific art activities presented in the classroom to avoid possible stereotypes such as: "Girls always do stitchery and boys always do wood constructions."	Consultant for Elementary Art, Academic Specialist for Secondary Art	End of Year	Report of meetings	
2. Assist teachers in implementing career education in the art program to increase student's awareness of career choices to help students understand that female artists do not necessarily make better art teachers than males and that male artists do not necessarily make better architects than do females.	Consultant for Elementary Art, Academic Specialist for Secondary Art	Ongoing	Progress report indicating what has happened.	
3. Facilitate use of art department publication Women in Art.[1]	Consultants for Elementary Art, Academic Specialist for Secondary Art	May 1976	Record of copies distributed to administrators and staff members.	
4. Familiarize staff members with Title IX and HEW regulations and any further legislation.	Consultant for Elementary Art, Academic Specialist for Secondary Art	Ongoing	Review number of meetings held and materials distributed to staff members	

Art Education, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
5. Incorporate into the annual Art Exhibit general information on career opportunities in art. Captions will be prepared to increase public awareness and understanding of how the arts reflect non-discriminating and non-stereotypical life and career roles.	Consultant for Elementary Art, Academic Specialist for Secondary Art	April 4, 1976	Viewing of Art Exhibit.	

PUBLICATIONS

Art Education

[1]"Women in Art." Art Department, 1975. ($.35)

A listing of 80 slides available from the Kalamazoo Art Center presenting works of women artists in the fields of graphics, painting, sculpture, photography and media. The listing is alphabetical by the artist's last name and includes birth and death dates, brief biography, brief comment regarding each artist's style and contribution to the field. Usable elementary through senior high school.

This publication is available from:

Kalamazoo Public Schools
Instructional Media Department
1220 Howard Street
Kalamazoo, Michigan 49008

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Make checks payable to the Kalamazoo Public Schools.

Eliminating Discrimination in CAREER EDUCATION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Implement career education concepts and activities in the classroom that reflect non-discriminatory and non-stereotyped life roles.	Building Principals, Coordinator of Career Education	Ongoing	Teacher survey.	
2. Identify, develop and utilize community resources that reflect non-discriminatory and non-stereotyped life roles.	Coordinator of Career Education	June 1976	Development of Human Resources Handbook.	
3. Develop bulletin boards and exhibits in classrooms that reflect non-discriminatory and non-stereotyped life roles.	Building Principals, Coordinator of Career Education	Ongoing	Teacher survey.	
4. Develop programs which will familiarize females in secondary schools with changes in laws and regulations concerned with employment, credit, divorce, finance as well as educational and vocational opportunities.	Building Principals, Coordinator of Career Education	June 1976	Reviewing written reports from teachers.	
5. Develop a positive action program in secondary cooperative education to include more minority students and to eliminate stereotyping by sex.	Building Principals, Coordinator of Career Education	Ongoing	Evaluate program. Review monthly statistics of race and sex of student participants, October 1973 through June 30, 1976.	

Career Education, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
6. Develop a positive action program for including males in home economics classes in secondary schools.	Secondary Principals	Ongoing	Secondary principals will report in writing by November 1, the number of males and females in each home economics class.	
7. Develop a positive action program for including females in industrial education classes in secondary schools.	Secondary Principals	Ongoing	Secondary principals will report in writing by November 1, the number of males and females in each industrial education class.	
8. Develop a positive action program for including males in business education classes in secondary schools.	Secondary Principals	Ongoing	Secondary principals will report in writing by November 1, the number of males and females in each business education class.	
9. Plan the Annual Career Fair so that participating employers and organizations will represent occupations without sex, ethnic or racial bias.	Coordinator of Career Education	January 1, 1976	Review Career Fair participating employers and organizations for occupational content.	
10. Develop a positive action program for including more females and minorities in apprenticeship training programs.	Coordinator of Apprenticeship Training	June 1976	Monthly reports from July 1971 through June 1976 indicating numbers of females and minorities.	

Eliminating Discrimination in ELEMENTARY INSTRUCTION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Implement a minimum of three building meetings for the purpose of a. developing a greater awareness of sex, ethnic and racial discrimination, b. listing school activities that can aid in eliminating discrimination of all types, c. sharing successful activities that have indicated staff attitudinal change, d. informing staff members of the implications of Title IX.	Director of Elementary Instruction, Elementary Principals	June 1976	Principal and Director visitation sessions. Progress reports by principal at his/her first performance objective evaluation session in June, 1976 with the Director of Elementary Instruction. Adequacy of progress report as determined by the Director of Elementary Instruction and the Superintendent at the final performance objective evaluation session in July and August, 1976.	
2. Develop, publish and distribute a list of local resource people available to administrators and teaching personnel to assist in implementing #1 above.	Director of Elementary Instruction	June 1976	Completion of the task and the use made of the listing by the principals and teachers.	

Elementary Instruction, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
3. Make available to each building a program utilizing filmstrips and records that is designed to help teachers become aware of stereotyping and to suggest steps to be taken to eliminate discrimination of all types in their contacts with students.	Media Resource Consultant, Director of Elementary Instruction	June 1976	Principal and staff evaluation.	
Reading:				
4. Study Houghton Mifflin-Teachers Editions, Levels 13 and 14 to repeat process used in writing the "Recommendations for Eliminating Sex Discrimination in the Reading Program." 1	Director of Elementary Instruction, Coordinator of Instructional Media	June 1976	Publication of material and evaluation by teachers and administrators of its value.	
Social Studies:				
5. Continue to write the upper elementary social science guide with avoidance of sex, ethnic and racial discrimination.	Director of Elementary Instruction	June 1976	Publication of material and evaluation by teachers and administrators of its value.	

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Elementary Instruction, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
6. Orient substitute teachers to the importance placed on elimination of discrimination in the Kalamazoo Public Schools.	Director of Elementary Instruction, Title IX Coordinator, Employee Relations Division	June 1976	Evaluation by substitute teachers of overall program orientation and specifically the discrimination component.	

PUBLICATIONS

Elementary Instruction

[1]"Recommendations for Eliminating Sex Discrimination in the Reading Program." Department of Elementary Instruction, 1973. ($2.50)

An item by item listing of changes to be made in the teachers' editions of all textbooks in the adopted reading program to eliminate stereotyping and discrimination.

This publication is available from:

Kalamazoo Public Schools
Instructional Media Department
1220 Howard Street
Kalamazoo, Michigan 49008

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Make checks payable to the Kalamazoo Public Schools.

Eliminating Discrimination in INSTRUCTIONAL MEDIA				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Continue applying "Guidelines for the Evaluation of Print and Non-Print Materials"[1] to all new materials being examined for purchase kindergarten through twelfth grade.	Coordinator of Instructional Media, Consultant for Media Resources	Ongoing	Periodic Review	
2. Revise annually "A Framework for Non-Stereotyped Human Roles in Media Center Materials," a compilation of non-sexist print and non-print materials for elementary schools.[2]	Coordinator of Instructional Media, Consultant for Media Resources	Revision - June 30, annually Publication typed and printed - September 30, annually	Publication of compilation each fall.	
3. Distribute copies of "A Framework for Non-Stereotyped Human Roles in Media Center Materials" throughout the elementary schools.	Coordinator of Instructional Media, Consultant for Media Resources	September 30, annually	Distribution of item	
4. As a part of the continuous effort to update media centers the "Guidelines for Evaluation of Print and Non-Print Materials"[1] will be used to withdraw materials that are: a. no longer curriculum related; b. out-dated; c. worn out. As is the case with other parts of this document administrative decisions will be based on a comparison of the degree to which a particular guideline is not met with the overall educational value of the item.	Coordinator of Instructional Media, Consultant for Media Resources	Ongoing	Periodic Review	

Instructional Media, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
5. Continue to conduct inservice sessions on the "Guidelines for the Evaluation of Print and Non-Print Materials." a. remaining nine elementary staff 1974-75 b. begin secondary staffs by subject area 1974-75 c. continue secondary staffs 1975-76	Coordinator of Instructional Media, Consultant for Medi Resources	June 1976	Number of staffs inserviced. Principal and staff evaluation.	
6. Make available to each elementary building a program utilizing filmstrips and records that is designed to help teachers become aware of stereotyping and to eliminate discrimination of all types in their contacts with students.	Director of Elementary Instruction, Coordinator of Instructional Media, Consultant for Media Resources	June 1976	Number of staffs inserviced. Principal and staff evaluation.	
7. Continue re-evaluating 16mm films in the district and withdraw films that are severely sex, ethnic and racially stereotyped unless such films have redeeming educational value. Utilize the skills of: a. elementary classroom teachers and instructional specialists for re-evaluating films and b. secondary classroom teachers, academic specialists, consultants for instruction and student services for re-evaluating films.	Coordinator of Instructional Media, Consultant for Media Resources	Ongoing	Periodic Review	

Instructional Media, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
8. Continue to develop bulletin boards and exhibits in elementary school media centers that reflect a positive, non-stereotyped presentation of human roles.	Coordinator of Instructional Media	Ongoing	Number of bulletin boards/exhibits.	
9. Assist teachers and administrators in developing (writing and producing) materials for instruction that are non-stereotyped when commercial materials are unavailable.	Coordinator of Instructional Media, Consultant for Media Resources	Ongoing	Number, relevance and quality of instructional materials produced.	
10. Continue to help publishers and producers see how commercial products can be improved to avoid sex, ethnic and racial stereotyping.	Coordinator of Instructional Media, Consultant for Media Resources	Ongoing	Number of letters written and contacts made.	

PUBLICATIONS

Instructional Media Department

[1]"Guidelines for the Evaluation of Print and Non-Print Materials." Instructional Media Department, 1973. ($.30)

The criteria used to evaluate curriculum materials for school media centers including guidelines for a positive, non-stereotyped portrayal of human roles and evaluation of minority group materials.

[2]"A Framework for Non-Stereotyped Human Roles in Media Center Materials." Instructional Media Department, annually. ($.50)

A compilation of recommended non-sexist print and non-print materials for elementary schools. The titles have been reviewed by media specialists and teachers in the Kalamazoo Public Schools using The Guidelines for Evaluation of Print and Non-Print Materials. Each entry includes bibliographic detail, reading level, grade use and annotation.

The first list was published in 1973 and represented publishing since 1969. At that time, 50+ titles met the guidelines. In 1974, 70+ titles were included and in 1975 (the latest publication) 140+ titles were listed.

These publications are available from:

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Eliminating Discrimination in MUSIC EDUCATION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Make staff members aware of sex, ethnic and racially discriminatory practices prevalent in music and music education.[1]	Music Coordinator	May 1975	Report of meeting.	
2. Eliminate the type of sex stereotyping which suggests, "Boys play brass instruments, girls play woodwind instruments." Involve greater numbers of minority students in musical instrument training programs.	Music Coordinator	Ongoing	Through observations by Principal and Music Coordinator and periodic review of progress.	
3. Continue to evaluate present teaching materials as well as new purchases using "Guidelines for the Evaluation of Print and Non-Print Materials" as evaluative criteria.[2]	Music Coordinator	Ongoing	Periodic review.	
4. Assist teachers in locating newspaper and magazine articles and pictures that are more representative of contributions by sex, ethnic and racial origin.	Music Coordinator	May 1975	Number of items located and teacher survey.	
5. Continue to make publishers aware of the lack of printed material available concerning women musicians.	Music Coordinator	Ongoing	Number of contacts made and publisher response.	
6. Continue to upgrade the Music Office Record Library to the extent of allowable budget to include recordings of works by women composers.	Music Coordinator	Ongoing	Number of recordings added.	

PUBLICATIONS

Music Education

[1]"Sex Discrimination and Stereotyping in Music." Music Department, 1975. ($.25)

A meeting of the members of the music staff was held April 29, 1975, in order to become aware of some of the sex discriminatory practices prevalent in music education. Discussion among the staff members centered on the topics of sex stereotyping, things we can do to help eliminate sexist attitudes, and areas to be aware of when evaluating materials. This publication "Sex Discrimination and Stereotyping in Music" is the brief report summarizing the discussion and was sent to each music staff member. A partial list of recordings of music written by women composers is appended as a buying guide.

[2]"Guidelines for the Evaluation of Print and Non-Print Materials." Instructional Media Department, 1973. ($.30)

The criteria used to evaluate curriculum materials for school media centers including guidelines for a positive, non-stereotyped portrayal of human roles and evaluation of minority group materials.

These publications are available from:

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Eliminating Discrimination in PHYSICAL EDUCATION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Promote more multi-racial and ethnic participation in the areas of physical education and athletics where such participation has been lacking.	Coordinator of Physical Education, Principals	Ongoing	Progress report indicating what has happened.	
2. Implement the Revised Secondary Physical Education Program provisions.[1]	Coordinator of Physical Education, Principals	1975-76	Satisfactory operation of this program in the schools.	
3. Maintain compliance with the Title IX Regulations as they relate to equal educational opportunities for men and women.	Coordinator of Physical Education	Ongoing	Comparison of program with compliance criteria as listed in HEW Regulations.	
4. Implement the athletic program master plan as submitted to the Superintendent of Schools last fall and updated this past summer.[2]	Coordinator of Physical Education	Ongoing	Review the plan as submitted to see if the recommendations for 1975-76 have been accomplished.	
5. Create more intramural activities for young men and women to participate in together.	Coordinator of Physical Education	May 1976	A survey will be conducted to see what new activities have been added this year.	
6. Encourage male student participation in activities such as dancing and cheerleading which previously have been thought of as only for women.	Coordinator of Physical Education	Ongoing	Evidence that encouragement occurred, as well as, changing sexual composition of the involved groups.	

Physical Education, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
7. Provide new opportunities for young women to participate in team sport activities such as: softball, basketball, soccer, touch football.	Coordinator of Physical Education	Ongoing	The Coordinator of Physical Education will submit lists of new activities that have been provided through the schools.	
8. Introduce, when appropriate, more coeducational activities into the physical education curriculum.[3]	Coordinator of Physical Education	Ongoing	Implementation of the three year Title IX Implementation Plan for physical education.	
9. Eliminate teacher and student statements that promote sexism such as: "You throw like a girl." or "Too bad she isn't a boy."	Coordinator of Physical Education	Ongoing	Each staff person will be asked to submit plans designed to eliminate such statements and attitudes. These are to be monitored through classroom observation.	
10. Upgrade the teaching of fundamental skills to young women at all levels through staff workshops.	Coordinator of Physical Education	May 1976	Through offering of appropriate workshops in these skill areas.	
11. Eliminate stereotypes such as: rope jumping for young women, football for young men.	Coordinator of Physical Education	Ongoing	Through observations by school principal and Coordinator of Physical Education.	

PUBLICATIONS

Physical Education

[1]"Revised Physical Education Program for Junior and Senior High Schools."
Physical Education Department, 1975. ($.50)

[2]"Master Plan for Junior and Senior High School, Men's and Women's Athletics."
Physical Education Department, 1975. ($.30)

[3]"Program Plan to Implement Title IX Physical Education Program Provisions."
Physical Education Department, 1975. ($.25)

These publications are available from:

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Eliminating Discrimination in SECONDARY INSTRUCTION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Provide personnel skills development for secondary staff on the elimination of sex, ethnic and racial discrimination.	Director of Secondary Instruction, Secondary Principals	Ongoing	Reports showing the number of personnel skills development sessions held and the results of the sessions.	
2. Assign the elimination of sex, ethnic and racial discrimination to the performance objectives of the building principals and consultants of secondary instruction.	Assistant Superintendent of Building Administration, Director of Secondary Instruction	November 21, 1975	Reports from the principals to see if the objective has been accomplished.	
3. Acquaint all secondary staff with reports from the committee to eliminate discrimination.	Director of Secondary Instruction, Secondary Principals	January 1976	Reports by the Director of Secondary Instruction and principals.	
4. Develop a systemwide affirmative action plan for all curriculum practices. a. Course content b. Personnel c. Student extra academic curriculum d. Course isolation e. Academic counseling	Director of Secondary Instruction, Secondary Principals	Ongoing	Reports from the Consultants of Secondary Instruction, Academic Specialists and Director of Secondary Instruction.	

Secondary Instruction, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
5. Examine all textbooks and instructional materials in relation to sex, ethnic and racial discrimination.	Director of Secondary Instruction,	Ongoing	Instrument used to examine textbooks for stereotyping and sex discrimination.	
6. Report to the committee to eliminate discrimination.	Director of Secondary Instruction	June 1976	Superintendent.	

PUBLICATIONS

Secondary Instruction

"Famous American Women." Secondary Education, 1973. ($.25)

A beginning listing of 125 American women who have made significant contributions to arts and literature, athletics, performing arts, science, education, professions, politics, women's rights and humanity. Each woman is listed alphabetically with birth and death dates and a brief statement of her contribution.

"Notable Women of Science." Loy Norrix High School Media Center, 1974. ($.40)

An eight page listing subdivided into 15 scientific fields giving names with birth and death dates. A bibliography of six pages lists the books in which the information was located.

Untitled. Secondary Education, In Preparation.

A 13-day unit about women for junior high social studies to be taught as a separate unit or infused into eighth grade social studies. This unit is part of the developmental reading aspect of social studies; i.e., designed on multi-reading levels to offer practice in basic reading skills through the social studies. The basic skills included are:

- vocabulary
- outlining
- reading for fact
- generalizing
- categorizing
- inferring
- chart and table interpretation skills
- classification
- media research skills
- comprehension

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Eliminating Discrimination in SPECIAL EDUCATION				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Provide personnel skills development sessions to help eliminate sex, ethnic and racial stereotyping in the department.	Director of Special Education	June 1, 1976	A pre-post survey measuring attitudes toward discrimination and stereotyping will be completed.	
2. Survey special education referrals to determine percentages of minorities and male/female students.	Director of Special Education	January 1, 1976	A report specifying percentages to the Director and building principals will be provided.	
3. Based on survey #2 above, if outcomes indicate evidence of sex, ethnic or racial discrimination, provide personnel skills development to building and special education staff to eliminate this discrimination.	Director of Special Education	June 1, 1976	A follow-up report specifying percentages that reflect referrals that are not discriminatory.	
4. Evaluate testing materials to ensure that sex, ethnic and racial stereotyping is not evident.	Director of Special Education	June 1, 1976	A report specifying changes in materials and methods will be submitted to Director and publishers.	
5. Review and revise special education class lists so as to eliminate sex, ethnic and racial discrimination.	Director of Special Education	January 1, 1976	A comparison report showing percentages by race and sex will be provided for 1974-75 and 1975-76. Appropriate changes in placement will be made.	

Special Education, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
6. Conduct a review of textbooks and supplementary materials using "Guidelines for the Evaluation of Print and Non-Print Materials" in order to eliminate sex, ethnic and racial discrimination.[1]	Director of Special Education	June 1, 1976	A report will be provided indicating recommendations for changes or purchase of additional supplementary materials.	
7. Survey vocational course offerings to determine percentages of minority and male/female student comparison.	Director of Special Education	January 1, 1976	A report specifying percentages to Director, building principals, deans and counselors will be provided.	
8. Based on survey #7 above, if survey outcomes indicate evidence of sex, ethnic or racial discrimination provide counseling to staff and students to eliminate same.	Director of Special Education	June 1, 1976	Percentage increases of students as specified in a report to be submitted to Director and building principals by October 1975.	
9. Survey of job placements and salaries to determine percentages of minorities and male/female students.	Director of Special Education, Principal, John F. Kennedy Center	January 1, 1976	A report specifying percentages to Director, building principals and counselors will be provided.	
10. If survey #9 above, indicates evidence of sex, ethnic or racial discrimination, changes in placement and salaries will be recommended.	Director of Special Education, Principal, John F. Kennedy Center	June 1, 1976	Change in percentages of minorities and male/female students.	

PUBLICATIONS

Special Education

1"Guidelines for the Evaluation of Print and Non-Print Materials." Instructional Media Department, 1973. ($.30)

The criteria used to evaluate curriculum materials for school media centers including guidelines for a positive, non-stereotyped portrayal of human roles and evaluation of minority group materials.

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Eliminating Discrimination in STUDENT SERVICES				
Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
1. Survey students concerning whether they believe young men and/or young women have unfair advantages in some aspects of their school life, e.g., grades, activities, rules, discipline, special privileges, etc.	Director of Student Services	May 1976	By evaluation and assessment of the results of the survey.	
2. Assure that no school sponsored club or extracurricular activity excludes members: a. by sex, ethnic or racial background from membership or b. by behaviors based on preconceived notions of what is appropriate activity for men, women, or minorities.	Director of Student Services	Ongoing	By the movement toward more existence of balanced groups.	
3. Make efforts to: a. strengthen the activity program for students b. encourage equal participation in all activities by both males and females of all races	Director of Student Services	Ongoing	Increased participation by sex, ethnic background and race.	

Student Services, cont.

Objective	Person Responsible for Implementation	Completion Date (if any)	How Will the Degree of Accomplishment be Measured	Accomplishment: None/Some/Average/ Great Deal/Complete
3. (continued) c. recruit those students under-represented by sex, ethnicity or race into activities where one sex, ethnic group or race predominates.				
4. Encourage students to use the school's established grievance procedure when they feel they are discriminated against because of their sex, ethnic background or race in their school.	Director of Student Services	Ongoing	Survey students to determine if grievance procedures were known and used.	
5. Involve both mothers and fathers in all school activities.	Director of Student Services	Ongoing	By the involvement of parents of both sexes in all school activities.	
6. Report data for sex, ethnic background and race on all appropriate informational reports, particularly where racial data are requested.	Director of Student Services	Ongoing	By the existence of informational reports that contain data on sex, ethnic background and race.	

KALAMAZOO PUBLIC SCHOOLS
Instructional Media Department
1220 Howard Street
Kalamazoo, Michigan 49008

The following publications on SEX DISCRIMINATION are available from the above office. Please forward a check for prepayment. Make check payable to the Kalamazoo Public Schools.

COMMITTEE TO STUDY SEX DISCRIMINATION
IN THE
KALAMAZOO PUBLIC SCHOOLS PUBLICATIONS

_____ Report of the Task Force on Elementary Textbooks, 1973. ($1.25)

_____ Report of the Task Force on Personnel Practices, 1973. ($1.00)

_____ Report of the Task Force on Physical Education/Athletics, 1973. ($.50)

_____ Report of the Task Force on Selected Secondary Studies, 1973. (A look at some of those value-forming content areas at the secondary level; for example, selected courses in history, home and family living, psychology, etc.) ($.75)

_____ Report of the Task Force on Student Oriented (non-academic) Concerns, 1973. (A look at the extra-curricular activities at the secondary level excluding athletics.) ($.50)

KALAMAZOO PUBLIC SCHOOLS PUBLICATIONS

ART EDUCATION

_____ Women in Art, 1975. ($.35)

ELEMENTARY INSTRUCTION

_____ Recommendations for Eliminating Sex Discrimination in the Reading Program, 1973. ($2.50)

INSTRUCTIONAL MEDIA

_____ Guidelines for the Evaluation of Print and Non-Print Materials, 1973. ($.30)

_____ 140 PLUS - A Framework for Non-stereotyped Human Roles in Media Center Materials, 1975. ($.50)

MUSIC EDUCATION

_____ Sex Discrimination and Stereotyping in Music, 1975. ($.25)

OFFICE OF THE SUPERINTENDENT

_____ Recommendations for Eliminating Discrimination in the Instructional Program, An Affirmative Action Program. DRAFT - 1974 ($1.75)

_____ Recommendations for Eliminating Discrimination in the Instructional Program, An Affirmative Action Program, 1975. ($1.75)

PHYSICAL EDUCATION

_____ Master Plan for Junior and Senior High School, Men's and Women's Athletics, 1975. ($.30)

_____ Program Plan to Implement Title IX Physical Education Program Provisions, 1975. ($.25)

_____ Revised Physical Education Program for Junior and Senior High Schools, 1975. ($.50)

SECONDARY INSTRUCTION

_____ Famous American Women, 1973. ($.25)

_____ Notable Women of Science, 1974. ($.40)

GUIDELINES FOR THE EVALUATION OF PRINT AND NON-PRINT MATERIALS

Instructional Media Department
Kalamazoo Public Schools
Kalamazoo, Michigan
1973

KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN
INSTRUCTIONAL MEDIA DEPARTMENT

GUIDELINES FOR THE EVALUATION OF PRINT AND NON-PRINT MATERIALS

1. What is the subject matter and scope? Does it have significant curricular content to justify its cost?
2. If print, does it have literary quality? If non-print, is the item attractive and interesting with some aesthetic value of vitality, style, and imagination?
3. Is it well researched, accurate, and authoritative?
4. Who is the publisher or producer and what is his reputation.
5. Is it readable or suitable for students of the age or grade levels at which it will be studied?
6. Is it up to date?
7. Does it duplicate or add to other material in the Media Center?
8. What features are included that will increase its usefulness...table of contents, index, bibliographies, maps, charts...thought-provoking captions, clear labeling, summaries, outlines, questions?
9. What is the need for it in the school? Is it worth the money it costs and the time and effort to use it?
10. How much does it cost? Is it expensive or inexpensive in relation to the total materials' fund available? Would some less expensive item produce similar or better results?
11. If print, is it well made...good paper and print, large enough margins for easy opening, good illustrations? If non-print, is it technically satisfactory in respect to photography, sound, color, type size, illustrations...is it physically satisfactory in respect to intended use?
12. Is it educationally sound for the age group for which it is intended? Does it stimulate thinking and inquiry? Does it suggest or lead to worthwhile learning activities?

IMD-1973

KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN
INSTRUCTIONAL MEDIA DEPARTMENT

GUIDELINES FOR A POSITIVE, NON-STEREOTYPED PORTRAYAL OF HUMAN ROLES IN MEDIA CENTER MATERIALS

1. Are both parents and children of each sex involved in household tasks?
2. Are fathers shown in roles other than going to work or doing male-type chores? Are there family concerns, community concerns, personal growth concerns?
3. Are mothers shown in roles other than housework or child rearing? Are there family concerns, community concerns, personal growth concerns?
4. Does the home look "lived in" by real, human people or is it a "ready for company," sterile home?
5. Are there accurate portrayals of one-parent families?
6. Are there accurate portrayals of multiple parent (divorce-remarriage) families?
7. Do the male characters respect the female characters and respond to them as equals?
8. Are mothers employed outside the home? In a stereotyping or a creative job?
9. Are boys and girls portrayed with a range of human responses - girls adventurous and aggressive as well as sensitive, boys gentle as well as strong?
10. Are boys and girls participating equally in physical and intellectual activities?
11. Are girls developing independent lives, independently meeting challenges and finding their own solutions?
12. Do girls have a variety of choices and aspire to a variety of goals?

Adapted from:

Little Miss Muffett Fights Back N.Y. Feminists on Children's Media. 1971

Citizens Study - Sex Discrimination in the Kalamazoo Public Schools, 1972.

IMD-1973

KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN
INSTRUCTIONAL MEDIA DEPARTMENT

GUIDELINES FOR EVALUATING MINORITY GROUP MATERIALS

When utilizing the Guidelines for the Evaluation of Print and Non-Print Materials, the following guidelines should be used in assessing minority group materials.

1. Appropriate language. If dialect must be used, it should be faithful to the region of the story. A heavy use of words or expressions fraught with connotations of disrespect and contempt is unsuitable.

2. Illustrations must be true to the people depicted, not caricatures or stereotypes.

3. Theme. Minority peoples should be portrayed in all aspects of life - in different living situations, jobs, and professions.

4. Treatment of characters. Characters should emphasize that "they are people faced with the universal problems of all mankind: earning a living, hating and loving, rejoicing and grieving, experiencing successes and failures, learning to find their way through a complex world of ideas and living with other people."